Global Change:

Course Syllabus and Learning Objectives

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| **WATER CYCLE** | | | | | | | | | | | | | | |
| Week | Topic/Lesson | Learning Objectives | Condensed objectives | | | | | | | | | | | |
| 1 | Intro |  | objective | | | | | | | | | principles | | |
| 1 | Lesson 1.  Water Cycle:  Introduction | 1. Describe water from the molecular scale to the global scale. 2. Draw a water molecule labeling the atoms and showing the positive and negative charges. 3. Draw liquid, solid and gaseous water 4. Draw and describe the difference between freshwater and salt water | 1. Describe the molecular nature of water | | | | | | | | | | |  |
| 2 | Lesson 2.  Water Cycle: Reservoirs and Residence Time | 1. Name and describe the reservoirs of water. 2. Calculate residence times 3. Explain why different reservoirs have different residence times | 2. Describe the reservoirs of water and the residence time of water in these reservoirs | | | | | | | | | |  | |
| 2 | Lesson 3.  Water Cycle: Residence Time & Causal Processes | 1. Define the processes that move and change water | 3. Define the processes that move and change water | | | | | | | |  | | | |
| 2 | Lesson 4.  Water Cycle: Causal Processes & Principles | 1. Complete box and arrow diagrams of water moving and changing from one reservoir to another. 2. Define energy and give an example of it being transferred from one form to another. 3. Distinguish between kinetic energy and potential energy | **4. Use box and arrow diagrams to describe movement and change of water from one reservoir to another.**  **5. Define and give examples of kinetic and potential energy** | | | | | | | 5. principles 1, 4,5, 8, 9 | | | | |
| 3 | Lesson 5.  Water Cycle: Potential & Kinetic Energy | 1. Give examples of changes from high potential to low potential energy 2. Provide examples of the concept of equilibrium 3. Describe the how energy causes change in solid, liquid and gaseous water | 6. Define and provide examples of equilibrium. | | | | | | 6. principles 2,3 | | | | | |
| 3 | Lesson 6.  Water Cycle: Summary of Principles | 1. Summarize the principles that explain the process that cause movement and change in the hydrosphere | 7. Summarize the principles that explain the process that cause movement and change in the hydrosphere | | | | | 7. principles 1-9 | | | | | | |
| 3 | Lesson 7.  Water Cycle: Solar Energy & Atmospheric and Oceanic Circulation | 1. Describe how thermal energy causes movement of the atmosphere 2. Describe how solar energy drives movement and change in the hydrosphere | **8. Describe how solar energy drives movement and change in the hydrosphere** | | | | 8. principles 1,6,7 | | | | | | | |
| 4 | Lesson 8.  Water Cycle: Groundwater | 1. Describe how groundwater moves and changes 2. Draw sections through the earth showing the relationships between the water table and surface water. | 9. Describe how groundwater moves and changes | | |  | | | | | | | | |
| 4 | Lesson 9.  Water Cycle: Evidence for Past Changes | 1. Describe evidence for past, large-scale changes in the water cycle. | 10. Describe evidence for past, large-scale changes in the water cycle. | |  | | | | | | | | | |
| 4 | Lesson 10.  Water Cycle: Future Changes | 1. Explain what factors go into making predictions 2. State some predicted consequences for the water cycle of continued global warming. | 11. You will be able to state some predicted consequences for the water cycle of continued global warming. | | 11. principles 6,7,8,9 | | | | | | | | | |
| 5 | Lesson 11.  Water Cycle: Ethics | 1. Define 5 different ethical standards that may be used to make ethical choices. 2. You will be able to place an ethical decision into one or more of the five categories. | 12. You will be able to place an ethical decision into one or more of the five categories. |  | | | | | | | | | | |
| 5 | Lesson 12.  Water Cycle: Responding to Freshwater Crisis | 1. Explain the difference between water use and water consumption. 2. Propose a reasonable response to water shortages in the southwestern region of the United States. | 13. You will be able to propose a reasonable response to water shortages in the southwestern region of the United States. |  | | | | | | | | | | |
| 6 | Lesson 13.  Water Cycle: Review |  |  | | | | | | | | | | | |

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| **CALCIUM CYCLE** | | | |
| Week | Topic | Learning Objectives | Activities |
| 7 | Lesson 14.  Plate Tectonics | 1. Describe the distribution of earthquakes and volcanoes 2. Describe plate tectonic theory and the kinds of evidence that supports the theory |  |
| 7 | Lesson 15.  Plate Tectonic Boundaries | 1. Describe the interior of the earth- inner core, outer core, mantle, crust, asthenosphere and lithosphere 2. Draw an ocean-ocean divergent plate boundary, ocean- continent convergent boundary and ocean-ocean convergent boundary. 3. Draw a continent-continent convergent boundary and a transform boundary. |  |
| 7 | Lesson 16.  Buoyancy and Convection | 1. Explain buoyancy and how it causes tectonic plates to move 2. Describe the role of thermal and gravitational energy in convection. 3. Compare and contrast convection in the mantle, oceans and atmosphere |  |
| 8 | Lesson 17.  Processes at Plate Boundaries | 1. Explain why most earthquakes occur at plate tectonic boundaries 2. Explain why most magmas, and therefore, volcanoes form at plate boundaries. |  |
| 8 | Lesson 18.  Rock Cycle, part I | 1. Define igneous, sedimentary and metamorphic rocks 2. Describe the dissolved, suspended and bed load of rivers 3. Describe the roles of temperature, pressure and water in melting |  |
| 8 | Lesson 19  Rock Cycle, Part II | 1. Explain how buoyancy causes uplift. |  |
| 9 | Lesson 20.  Calcium Cycle, Part I | 1. List the major calcium reservoirs 2. Calculate the residence time of Ca in the oceans and in limestones 3. Describe the movement and change of Ca from calcium silicate to calcium carbonate and back again to calcium silicate with reference to the following equation.   CO2 + H2O + Ca-silicate ↔ CaCO3 + silica + clay  Note: you do not need to memorize this equation but you do need to be able to describe what it represents. |  |
| 9 | Lesson 21.  Calcium Cycle, Part II | 1. Describe calcium dissolution and precipitation of calcium carbonate. 2. Predict the effects of increased CO2 on reef growth. 3. List 2 similarities and 2 differences between the calcium cycle and the water cycle. When describing similarities and differences, focus on principles that cause movement and change. |  |
| 9 | Lesson 22.  Discussion Group Problem; Water Cycle Framework chart | 1. Describe how oil, gas and coal form. 2. Use a box and arrow diagram to trace organic carbon from the biosphere through the lithosphere. |  |
| 10 | Lesson 23.  Review |  |  |

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| **CARBON CYCLE** | | | |
| Week | Topic | Learning Objectives | Activities |
| 11 | Lesson 24.  Introduction to Global Climate Change | 1. Describe the earth’s energy balance. 2. Name the two most important greenhouse gases and their relative impact on global temperatures. 3. Explain why the term “greenhouse” is not a perfect analogy for how CO2 helps keep our planet warm. |  |
| 11 | Lesson 25.  Carbon: Matter and Reservoirs, Part I | 1. Describe the common carbon containing molecules in each reservoir. 2. Describe the changes in carbon as it moves from one reservoir to another. 3. Describe the process that move and change carbon from one reservoir to another. 4. Complete box and arrow diagrams that trace the movement and change of carbon through all the reservoirs. |  |
| 11 | Lesson 26.  Carbon: Matter and Reservoirs, Part II | 1. Use information on fluxes and reservoir sizes to calculate residence times of carbon in various reservoirs |  |
| 12 | Lesson 27.  Principles that move and change matter | 1. Give an example of how 6 of the of the 10 principles can be used to predict climate change. 2. Compare applications of three principles in the water cycle to their application in the carbon cycle. 3. Give an example of positive feedback in the climate system. 4. Give an example of negative feedback in the climate system. |  |
| 12 | Lesson 28.  Evidence of Past Climate Change | 1. Define abrupt climate change and explain some of the evidence that it has occurred in the past. 2. Explain why scientists think positive feedback plays a role in abrupt climate change. 3. Describe evidence scientists use to infer paloeclimates. 4. Explain the evidence that Milankovitch cycles play an important role in climate change. |  |
| 13 | Lesson 29.  Predicting the Future | 1. State how changes in global climate are expected to affect U.S    1. precipitation patterns    2. extreme weather events such as droughts and heat waves    3. the intensity of Atlantic hurricanes    4. sea level 2. Explain why compound interest-earning savings accounts are an example of positive feedback 3. Draw a graph comparing change with feedback to linear change without feedback. 4. Explain how climate models are constructed and why this leads to uncertainty in predictions. |  |
| 13 | Lesson 30.  Climate Change Ethics | 1. Describe how the discount model for determining the value of future goods is similar to the model we used to predict the increase in global carbon emissions. |  |
| 13 | Lesson 31.  Are there alternatives to the climate disaster? | 1. Identify 3 main approaches we might use to address global climate change. 2. Describe problems and/or reasons to doubt each approach 3. Draw and explain a graph showing possible future trends in CO2 and global temperature. |  |
| 14 | Lesson 32.  Review |  |  |
| 15 | Lesson 33.  Course Review |  |  |